



Outlined below is the 'sticky' knowledge for Year 6. We expect children to know and remember the following information, which is derived from our broader curriculum expectations. These concepts are revisited in our regular focused retrieval sessions – as well as through lessons, where prior knowledge is identified, built upon and extended.

Science	Evolution and Inheritance	Animals Including Humans	Living Things and their Habitats	Electricity	Light
	What is evolution? Why are fossils so important? How is a polar bear adapted to its environment? Who is Charles Darwin? How will climate change affect animals? Name an animal which has become extinct. Why?	What are the main parts of the circulatory system? Why do we have blood? How does blood get around our body? What happens when we exercise? How do drugs and alcohol impact the body?	What are the characteristics of a reptile, bird and mammal? What is the Linnaean system of classification? What is a microbe? Where can we find microbes? Why are microbes helpful?	<i>What is this electrical symbol?</i> <i>How can we change the amount of energy in a circuit?</i> <i>Draw a circuit including two cells, a buzzer and a lamp.</i> <i>What happens to the energy as it flows around a circuit?</i>	How does light travel? What happens when light hits an object? How can we see around corners? How do shadows form?


History	Britain at War	The Shang Dynasty
	To explain Hitler's grievances and actions. To know reasons for the Government attitudes for appeasement. To recall the events during the Blitz To know the end of the WW2 and how it was celebrated. Mixed emotions To know the terminology propoganda and censorship.	When was the Shang Dynasty? Why is Fu Hao significant? When did the Shang times end? What were oracle bones used for? Why did the Shang Kinds take prisoners?


Geography	Global Warming and Climate Change	Fair Trade	Our Future World
	How can we improve the health of our planet and wildlife? Where are minerals find in the world? What are the current threats to our oceans? What are the advantages of marine protected areas?	What is fair trade? Name a fruit and tell me where it originates What are the advantages and disadvantages of imported and locally produced products? How is cotton clothing produced?	How are developments sustainable? How has local industry changed over time? How could the future needs of the community affect local industry?


PSHE	Being Me In MY World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	To discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.	To discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.	To share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.	To discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therin. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.	To learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.	To learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.


Art and Design (knowledge of art and artists)	Drawing	Painting	Sculpture
	Can you tell me about the artist and their style of work? Can you explain how to add effect to a drawing? Can you explain the effect perspective has on a drawing? Can you explain why different tools have been used to create art? Can you explain the effect your art has on others?	How can tone affect the mood at artwork? How can black be created from primary colours? How are surfaces primed?	Can you explain how your model matches your original plan and design sheet? Can you explain what tools you have used to add pattern and texture and explain why you selected these? Can you be critical and explain why the piece of artwork is good and how it could be improved? Can you explain why you have used a range of malleable materials?


Design Technology	Digital World: Navigating The World	Cooking: Come Dine With Me	Structures:Playgrounds
	To know that accelerometers can detect movement. To understand that sensors can be useful in products as they mean the product can function without human input. To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. To know that 'multifunctional' means an object or product has more than one function. To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.	That 'flavour' is how a food or drink tastes. That many countries have 'national dishes' which are recipes associated with that country. That 'processed food' means food that has been put through multiple changes in a factory. That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. What happens to a certain food before it appears on the supermarket shelf (farm to fork).	To know that structures can be strengthened by manipulating materials and shapes. To understand what a 'footprint plan' is. To understand that in the real world, design can impact users in positive and negative ways. To know that a prototype is a cheap model to test a design idea.

RE 	(Islam) What is the best way for a Muslim to show their commitment to God?	(Christianity) How significant was it that Mary was Jesus' mother?	(Christianity) Is anything ever eternal?	(Christianity) Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 1)	Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 2)
	<p>I can describe some of the ways that Muslims choose to show commitment to God. (WTS)</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. (WA)</p> <p>I can think of some ways of showing commitment to God that would better than others for Muslims. (WA)</p> <p>I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. (GDS)</p>	<p>I can start to explain the significance of why Mary was chosen to Jesus' mother. (WTS)</p> <p>I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this. (WTS)</p> <p>I can make links between the Virgin Birth and Christian beliefs about Jesus. (Incarnation) (WA)</p> <p>I can explain why it is significant to Christians that Mary was Jesus' mother. (GDS)</p>	<p>I can start to show an understanding of the concept of eternity. (WTS)</p> <p>I can describe what a Christian might learn about life after death from a Bible story. (WTS)</p> <p>I can make links between Christian beliefs and their views on whether anything is eternal. (WA)</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them. (GDS)</p>	<p>I can describe one way that Christianity seems to be a strong religion today. (WTS)</p> <p>I can start to consider whether I think Christianity is a strong religion now. (WTS)</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. (WA)</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this. (WA)</p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you opposing arguments. (GDS)</p> <p>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments. (GDS)</p>	<p>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. (WTS)</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. (WA)</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. (WA)</p> <p>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. (GDS)</p>	<p>I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. (WTS)</p> <p>I can start to express my opinion on how Jihad is interpreted by some Muslims. (WTS)</p> <p>I can explain two different Muslim interpretations of Jihad. (WA)</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. (WA)</p> <p>I can explain two different Muslim interpretations of Jihad and explore their justifications for these. (GDS)</p>

Music 	Developing Melodic Phrases	Understanding Structure and Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords and Structures	Respecting Each Other's Composition
	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>	<p>How are different timbres and dynamics created on an instrument? What is musical language?</p>

Online Safety 	Privacy and Security	Online Relationships	Health, Wellbeing and Lifestyle	Online Bullying
	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)</p>	<p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me</p> <p>I can explain how someone would report online bullying in different contexts.</p>
	<p>Online Reputation</p>	<p>Managing Online Information</p>	<p>Self-image and identity</p>	<p>Copyright and Ownership</p>
	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and dis-information</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

Computing	Social Media (Clips)	Publishing (Pages)	Presentation (Keynote)	Filmmaking (iMovie)
		Show me how to create a 10-second TikTok-style video explaining grammar. Tell me how to make a 30-second Insta/TikTok video on natural selection. Show me how to plan and create a 1-minute school review video. Tell me how to select key focus points for a review video. Show me how to find and use appropriate images for videos.	Show me how to create a short eBook using photos of your own work. Tell me how to extend this eBook with different chapters for different genres and include labels, sound buttons, or videos (with consideration for memory). Show me how to produce a fact sheet using Spark resources and Indeed for research. Tell me how to produce posters to advertise.	Show me how to add labels to a presentation. Show me how to add sound buttons. Show me how to use shapes in diagrams. Tell me how to add a screen walk-through. Tell me how to use animation in a presentation.
Sound production (Garageband)		Coding (Scratch)	Data Handling (Numbers)	VR/AR Reality Composer
Show me how to write witness statements for a podcast. Show me how to use music to introduce sections in a podcast. Tell me how to produce a piece of music that fits a film. Show me how to create a scripted monologue for a podcast. Tell me how to research music for a film report.	Show me how to add sprites to a game. Tell me how to code a simple interactive feature. Show me how to animate a character in a game. Tell me how to adjust the timing of an animation. Show me how to add sound effects to a game. Tell me how to create a scoring system for a game. Show me how to change the background of a game. Tell me how to make a game level progression system. Show me how to add user input controls in a game. Tell me how to test and debug a game.	Show me how to use spreadsheets for calculating money after tax, food, accommodation, etc. Tell me how to plan an enterprise challenge to raise money for a trip. Show me how to use spreadsheets to calculate material costs and maintain profits. Tell me how to research and create charts about weaponry for a WW2 project. Show me how to produce effective charts and tables for a Keynote.	Show me how to create a VR model of a historical artefact. Tell me how to create a VR scene using characters and backgrounds from Keynote. Show me how to reconstruct an object in VR for a WW2 presentation.	

French	Phonetics Recap – Healthy Lifestyles	World War 11	Clothes – Les Vetements	At School – A L'ecole	At the weekend – Le week-end	Traditions and celebrations
		To name and recognise foods and drinks that are considered good for a healthy diet. To name another ten foods and drinks that are considered bad for a healthy diet if eaten in excess. To name a few things that I do and do not do during the week in terms of exercise. To give you a general account of what I do to lead a healthy life style unaided from memory. To follow a simple French recipe and research new words.	To order a group of unknown words and decode most of the meaning in a piece of French text. To learn a range of strategies to improve my reading and listening skills in French. To name most of the countries and languages involved in WW2 and label a map in French. To give you an account of what city life was like compared to country life during the war. To be able to write a simple letter in French using all the knowledge I have learnt in this unit.	To repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. To say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb PORTER. To tell you what I wear, possibly what my friend wears in different weather/situations. To describe clothing by colour and understand the concept of adjectival agreement. I am confident using the possessive adjectives MON, MA and MES and can do so with high accuracy.	To repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. To say which subjects I like and dislike at school. To say why I like/dislike certain school subjects. To tell you what time I have subjects at school.	To ask what the time is in French and also tell the time accurately, including using quarter past, half past and quarter to. To learn a range of phrases from memory in French to talk about the activities that I do at the weekend. To be able to highlight the verb in these sentences. To give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work.

Retrieval Practise Sessions:

At Handale, we understand that regular retrieval practice embeds learning in to the long term memory – and as such, we aim to regularly retrieve prior learning through fun, low stakes retrieval opportunities.

If a teacher assesses that a concept or word is not well embedded, they must ascertain how this will be improved?

- Embedded in to a curriculum lesson
- Taught there and then – as part of the retrieval session
- Embedded in to the next few sessions to gain repeated exposure of the concept to aid overlearning

Over the year, with regular retrieval practice sessions, as well as revisit opportunities built in to the curriculum, it is hoped that the vast majority of children will have the above knowledge firmly embedded in to their long term memory.